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ABSTRACT

This report describes the experience of one college--Percival Whitley College in Calderdale, England--in contributing to the strategy for economic regeneration of the surrounding metropolitan district. It charts the success of the borough and the college working together to attract national and European funding. A checklist for implementing enterprise is provided to assist colleges considering similar developments in support of enterprise. Section 2 sets out in more detail the establishment by the college, in partnership with the private sector, of a successful enterprise training unit within a larger enterprise framework. Section 3 examines closely the curriculum and delivery of enterprise training and makes comparisons with the HANDS (Help, Advice, New Development Support) Enterprise Agency spiral curriculum. Responsiveness and flexibility are emphasized as keynotes for the rapid growth of the college satellite and the spread of the enterprise concept throughout the college curriculum. Section 4 analyzes a number of key marketing strategies, including the promotion of a 3-day Enterprise Fiesta. Appendices include proposals for cooperation with the Dean Clough Industrial Park; Ernest Hall's talk on self-employment; suggestions for selecting a package for enterprise training; and a checklist for evaluating the package. (YLB)

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SUPPORTING ENTERPRISE

— A COLLEGE CONTRIBUTION —

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SUPPORTING ENTERPRISE

— A COLLEGE CONTRIBUTION —

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ABBREVIATIONS

ATO	– Area Training Organisation
ATS	– Adult Training Strategy
BEP	– Business Enterprise Programme
BIC	– Business In the Community
BTEC	– Business and Technician Education Council
CALDIS	– Calderdale Information Service
CASBAC	– Calderdale Small Business Advice Centre
CBIC	– Calderdale Business and Innovation Centre
CBT	– Computer-Based Training
CCDU	– Counselling and Careers Development Unit (Leeds University)
CET	– Council for Educational Technology
CIMEC	– Calderdale Industrial Micro Electronics Centre
CITY	– Community Involvement Through Youth
COLI	– Central Open Learning Initiatives
COMETT	– Community action programme in Education and Training for Technology
CPVE	– Certificate of Pre-Vocational Education
CRAC	– Careers Research and Advisory Centre
DTI	– Department of Trade and Industry
DUBS	– Durham University Business School
EBN	– European Business Network
EEC	– European Economic Community
ESF	– European Social Fund
ESG	– Education Support Grant
ETS	– Enterprise Training Services
FEU	– Further Education Unit
GCE	– General Certificate of Education
GCSE	– General Certificate of Secondary Education
HANDS	– Help, Advice, New Development Support
INSET	– In-Service Education of Teachers
ITeC	– Information Technology Centre
JTS	– Job Training Scheme
LEA	– Local Education Authority
MATC	– Micro Advice Training Centre
MSC	– Manpower Services Commission (now the Training Agency)
NAB	– National Advisory Body
NAFE	– Non-Advanced Further Education
NCVQ	– National Council for Vocational Qualifications
NEC	– National Extension College
NEWI	– North-East Wales Institute
OND	– Ordinary National Diploma
PEP	– Private Enterprise Programme
SYOB	– Start Your Own Business
TNA	– Training Needs Analysis
TVEI	– Technical and Vocational Education Initiative
YTS	– Youth Training Scheme

This project report is published as an example of good practice. There are a number of commendable initiatives across the UK which encourage the economic regeneration of urban and rural areas. This report describes one college's contribution to local needs, as part of developing multi-agency provision for the community. The college and the borough council worked together, inspired by key local figures and agencies.

A brief history of the development of the Dean Clough Mills site, Halifax, Yorkshire, was published in *Enterprise Education Bulletin No.2* (FEU, June 1986). This report takes those developments further, outlining the special contribution made by Percival Whitley College of Further Education* to enterprise education and training in the locality.

Section 3 reviews the curriculum framework developed by HANDS** as it relates to the enterprise education and training carried out at Dean Clough. The influence of education in enterprise across the college curriculum is explored, encouraged as it was by appropriate staff development and the setting up of a special College Task Group. The report records a BTEC national group's experience of flexistudy and learner-centredness in running a small business and how this became a catalyst for other college enterprise provision, where projects and ventures were designed to develop oral and written skills. Self-employment is regarded by the college as one of a number of options for employment in adult life. Students also set up their own co-operatives and, through TVEI programmes, learn about 'being enterprising'. It is noted that the context for practising these skills is not exclusively a profit-making business.

In its marketing strategy outlined in Section 4, the college provides an example of how to apply the skills of the entrepreneur to the promotion of the college within its locality. Indeed, the college has contributed to the promotion of the Calderdale region itself, nationally as well as locally. Some might say that the external factors governing this history of success were unique, but the initiative and boldness of the college could surely be repeated in other settings (see the checklist on pages ix-x).

Since this report was written for FEU, the Calderdale 'Enterprise Campus' has been nationally launched, with the establishment of an educational trust to represent the interests of the entire community — a unique partnership between Calderdale Council, the private sector and the governors of Calderdale College. The aims of the campus are bold***:

It will fuse individual development with collective responsibility; commercial success with artistic accomplishment; and the discovery and promotion of talent with the revivification of every aspect of Calderdale life.

* Now known as Calderdale College

** See *Entrepreneurial Skills* (FEU, 1987)

*** The quotations which follow are taken from the TV/radio and press release for the national launch of the Enterprise Campus at the Barbican Centre on 13 April 1988.

Together, the partners in collaboration express their philosophy for the enterprise campus as follows:

We believe that the spirit of enterprise does not refer solely to economic activity but to the broader categories of motivation, independence of thought and action, self-determination and self-confidence. We believe that enterprising individuals can contribute to the totality of life in Calderdale — economically, aesthetically, environmentally and culturally.

We believe that the only way to achieve a dynamic education system is through a radical association involving local industry, schools, colleges and the local authority.

This report, recording the conception and development stages of an established partnership, was written by John Bolton, then Principal of the college and now Principal of Blackburn College, and David Cook then Assistant Principal of the college and now Vice-Principal of Uxbridge College. Other members of Percival Whitley College who made significant contributions are Hazel Barker, John Evans and Maureen Munley. Ron Preece and Liz Ashton, Directors of HANDS, were particularly helpful with Section 2, willingly travelling across the Pennines on several occasions to interpret and debate the HANDS curriculum framework. Ernest Hall OBE, Chairman of Dean Clough Industrial Park, and other members of the project steering group listed under the authors' acknowledgements, gave their support to what is essentially the college's account of developments. FEU would like to thank all involved for their help in producing the report.

Julia Coleman
Development Officer
Further Education Unit

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- | | | |
|-----------------|---|---|
| Jimmy Graydon | - | President, Calderdale Chamber of Commerce |
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Members and officers of Calderdale Metropolitan Borough Council.

Contributing local organisations, Area Officers of the Manpower Services Commission (now the Training Agency) and staff of The Percival Whitley College of Further Education.

This report is based on the experience of one college contributing over three years to the strategy for economic regeneration of the metropolitan district in which it is situated. The college is placed in its context and can be seen facing a problematic future, with issues common to many colleges. A conscious determination to interact closely with the economic development of the borough was matched by the encouragement given by the Chief Executive to exploit the resources of a major capital investment in the largest training and education unit within the borough. The reports charts the success of the borough and the college working together to attract national and European funding for a unique and exciting initiative.

Section 2 sets out in more detail the establishment by the college, in partnership with the private sector, of a successful enterprise training unit within a larger enterprise framework. In Section 3 the curriculum and delivery of enterprise training is set out in some detail and compared with the HANDS spiral curriculum. Responsiveness and flexibility are seen as keynotes for the rapid growth of the college satellite and the spread of the enterprise concept throughout the college curriculum. Section 4 analyses a number of key strategies, including the promotion of a three-day Enterprise Fiesta — the first of its kind in Europe.

REPLICABLE FEATURES

The success of Percival Whitley College in Calderdale results from a number of factors peculiar to that area, including:

- a committed millionaire businessman;
- a single college authority;
- a Chief Executive supportive of the college;
- an unusual public and private sector partnership;
- an urgent need for local economic regeneration.

Nevertheless, the following key factors are replicable in all local authorities with colleges of tertiary and further education:

- The local authority's regeneration strategy can include the college as a major element and resource. A part of the college development plan can be a reflection of the authority's economic development plan.
- There can be close co-operation rather than competition between the Economic Development Unit of the authority and the college.
- Members of the authority can encourage the college to be enterprising and play a full part in the development of the authority's corporate plans.
- The college can make publicity/marketing a major priority.
- There can be a close relationship between the Chief Executive, the Chief Education Officer and the principal.
- The total range of resources of the college can be marshalled and deployed towards enterprise initiatives.

SUPPORTING ENTERPRISE — A COLLEGE CHECKLIST

This checklist for implementing enterprise is intended to assist colleges considering similar developments supporting enterprise, and to illustrate the thinking and systems adopted in Calderdale.

	Action required	By whom?
	No	Yes
Has the college a development plan?		
What are the college objectives and targets in supporting enterprise?		
Is the local authority's development plan available/known to the college?		
Does the college development plan reflect the objectives of the local authority?		
Are relationships with the Economic Development Unit good?		
Are links with local agencies established?		
Are the local authority and Chief Education Officer supportive?		
Has the college a clear interest in economic development and enterprise training?		
What market research has been carried out?		
Are the target markets clear?		
Is there a structure in the college to support such an initiative?		
Are there identifiable and committed staff for the project?		
Where are the immediate starting points in the college?		
Have contractual/funding arrangements been explored with the various agencies?		
Who will draw up the business plan for the project?		
What form will it take?		
Has a college company been explored?		
Have the unions been consulted?		
Who will be responsible for the project?		
Have college-wide links been arranged?		

What staff development will be required?

Will staff be 'seconded', and on what contractual basis?

What setting-up costs are required?

Will the Enterprise Unit be based in or out of college?

- Chamber of Commerce
- Local Employers Network
- Larger Employers
- Group Training Schemes
- Local Enterprise Agency/Training Agency

What resource materials are available?

- computer based
- print based

How are materials evaluated?

What is the envisaged pattern of delivery?

- Full-time modular courses
- Part-time courses
- Drop-in training workshops
- Interactive video
- Distance learning
- Awareness seminars
- Consultation
- Follow-up advice

How will prices and cost be determined?

Is there a staff development programme?

Are administrative and financial procedures clear, e.g. fees, booking-in arrangements, student hours?

What performance criteria will be used to evaluate the success of the project?

How will we obtain feedback from clients?

1. THE COLLEGE ROLE IN THE CALDERDALE STRATEGY FOR REGENERATION

THE CALDERDALE SITUATION

Calderdale is a metropolitan district in West Yorkshire. It backs on to Rochdale across the Pennines, runs down through the Pennine valleys to the industrial lowlands of West Yorkshire, and includes as major centres of population Todmorden, Hebden Bridge, Halifax, Brighouse, Rastrick and Elland. It is the smallest of the five metropolitan districts in West Yorkshire and is joined on the north east by Bradford and the south east by Kirklees. The population of approximately 192,000 has 12% unemployment (March 1987), which is similar to the regional average but represents a recent increase for the district. Formerly the heart of the textile and engineering industry, the area has seen a rapid decline in this industrial base and is now faced with a problem of developing substitutes. As Calderdale is not recognised in England for assisted area status, it suffers from a lack of government grants.

ECONOMIC REGENERATION

Since its formation in 1974, Calderdale Council has been acutely aware of its vulnerable economic base and determined to develop a strategy for economic regeneration. In 1983 the council commissioned a study by Professor Hampshire of Salford University; the Hampshire Report recommended a number of measures, including:

- the use of Percival Whitley College as a major vocational training centre to improve the skills of the Calderdale workforce;
- the development of a centre for microtechnology within the college;
- priority for retraining/updating staff of the college in new technology.

The Calderdale Chamber of Commerce, also concerned about the authority's situation, produced a report, *The Regeneration of Calderdale*, which identified a key role for the college in developing vocational training in the area.

The Chief Executive of Calderdale perceived economic regeneration as a priority for the district and started developing all available means for achieving it.

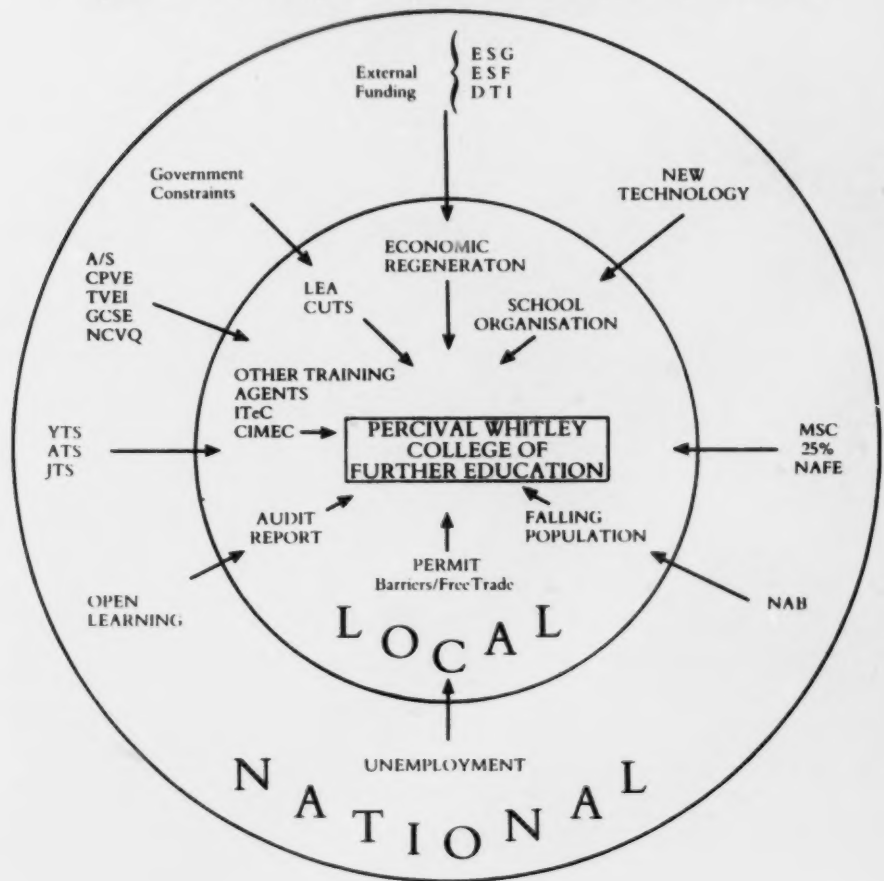
THE COLLEGE

Percival Whitley College of Further Education, centred in Halifax, is the only college in Calderdale and therefore offers a comprehensive range of courses including Art and Design, Business and Management, Construction, Mechanical and Electrical Engineering, GCE 'A' level and GCSE, Catering and Hotel Reception, Hairdressing, English as a Second Language, Special Needs, and Secretarial Studies.

The college is relatively well placed in that its major site is only one mile from the centre of Halifax and there are two minor centres in Todmorden and Brighouse. Nevertheless, in 1984 it

suffered from problems common to many other colleges in the 1980s (see Figure 1); a number of factors at both local and national level were combining to make its environment very unstable.

Figure 1 - The College Environment: Local and National Factors



LOCAL FACTORS

LEA cuts

As a small metropolitan district, Calderdale is undergoing a period of financial stringency in common with many other LEAs.

Economic regeneration

There is a perceived need in the borough to regenerate the local economy.

School re-organisation

Calderdale encompasses a mixed educational economy of comprehensives and single-sex grammar schools. Various plans are under active discussion for re-organisation of the secondary and tertiary sectors.

Falling population

The borough suffers from a gentle but consistent decline in population through net emigration.

Free trade

Calderdale is uncomfortably sandwiched between the larger centres of population in Bradford and Huddersfield, both able to apply economies of scale to their educational institutions.

Audit report

The borough has recently been extensively reviewed by Price Waterhouse. Questions of economy and efficiency are an important factor in most decisions.

Other training agents

There was some confusion among elected members about the relative roles of the college and the Economic Development Unit established in the Strategy Section of the Chief Executive's department. A separate ITeC had been established under non-Burnham conditions of service, controlled by the Strategy Section. During 1984, using DTI and EEC monies, the Strategy Section established two consultancy and training units:

- the Micro System Advice and Training Centre (MATC) for business and office micro applications;
- the Calderdale Industrial Micro Electronics Centre (CIMEC) for applied engineering and industrial consultancy and training.

This led to some concern about possible overlap of provision with the work of the college and caused some anxiety.

A further complication was the establishment of the college as a YTS managing agent in its own right, with a separate managing agency run by the council through the Chief Executive. There were some initial problems of demarcation and overlap.

NATIONAL FACTORS

External funding

The college was expected to contribute to various council initiatives for external funding.

New technology

At a time when financial constraints were tightening, the acceleration in development of applications of information technology in the curriculum made the college increasingly inadequately resourced.

MSC (now the Training Agency)

The new emphasis on accountability and control following the introduction of the NAFE development plan were additional stresses on the management and running of the college.

NAB

Recent rounds of NAB decisions have virtually eliminated the small amount of high-level work going on at the college.

Unemployment

Poor job prospects vitiate the motivation of many adults to return to study.

Open learning

The rapid development of flexible learning requires quick reaction to various initiatives and a significant staff development programme.

YTS/ATS

The government is actively encouraging the development of competitive training providers.

Curriculum development

Staff are expected to respond to a flood of new curriculum initiatives within a very limited time, e.g. CPVE, TVEI, GCSE and NCVQ.

Severe financial constraints

The local authority is unable to operate outside strict government funding limits without threat of rate-capping and is therefore unable to make special provision for the college.

SPECIAL RELATIONSHIP

The Chief Executive was convinced that the college had a major part to play in the total strategy for economic regeneration. He visited the new principal within three months of his appointment to agree the college's role in the regeneration initiative. The college was invited to submit bids for European Social Funding and a special relationship soon developed with the Chief Executive's department. This was actively encouraged by the Chief Education Officer. Regular meetings were held between the Chief Executive, Chief Education Officer and the college, and the principal was encouraged to meet the council's Economic and Employment Sub-Committee as appropriate.

THE COLLEGE SITUATION

In 1984, Percival Whitley College had a well-established position within the authority:

- As a *managing agent* in its own right, the college was able to negotiate directly with the then MSC in arranging YTS and ATS contracts. In fact, it was the largest agent in the authority with over 200 Mode A trainees and 30 Mode B2 special needs trainees in 1984. A significant amount of off-the-job training was also supplied for other managing agents.
- An unusual feature of the college was CALDIS (Calderdale Information Service), a business information service run by the college tutor/librarian, jointly funded by the college and the council. The college computer had patent search facilities linked to an Open University terminal, to provide international scanning facilities. CALDIS News, of about 30 pages, was mailed four times a year to over 1800 Calderdale firms. It contained details of local business events and was largely paid for by advertising. CALDIS organised

conferences, seminars and training courses in its own right, but they counted as part of the work of the college. The Industrial Liaison Officer of the authority worked closely with the CALDIS Secretary to ensure good commercial links and the venture was funded mainly by the college, with some topping up from the Chief Executive's department. The Management Committee was chaired by the principal of the college and included representatives from most major private sector interests in the borough.

- A unique feature of the college was its involvement in the *Innovation Centre*. Basically a product development service, the centre accepted ideas for inventions from local firms or individuals, carried out a design and market appraisal, designed and produced a prototype and, if appropriate, assisted the inventor with sponsorship and marketing. All this was done on the basis of a share of future royalties only and operated on a no-profit, no-fee approach. The design work was carried out by students from a local university or polytechnic on release; manufacture was at a college workshop in Todmorden. This unique mix of training and product development attracted funding from West Yorkshire Metropolitan County, DTI and the EEC. The college principal chaired the management committee which included the Industrial Liaison Officer and representatives of local industry and DTI.

COLLEGE PLAN AND DEVELOPMENTS

Thus the college was well placed to develop its already substantial contribution in regenerating Calderdale. Given the environmental problems referred to earlier, the college had defined a development plan. A major priority within this was the need to work closely with the borough in generating external funding and increasing work done for local industry and commerce and the long-term unemployed. MSC funding and support for this initiative was seen to be crucial. The following paragraphs illustrate how this has been achieved through local, national and international developments.

ENTERPRISE TRAINING SERVICES

This was a training unit developed by the college as a separate satellite in the Dean Clough Industrial Park. Through continual close liaison with the Strategy Section, the concept was formed of an integrated one-stop-shop for enterprise, based on Dean Clough. ETS was to act as the major promoter for enterprise training work, in close contact with the Calderdale Advisory Service for Small Businesses (CASBAC) and the Innovation Centre, for product development. All three public sector agencies would operate within the Dean Clough Industrial Park, in a climate of enterprise and flexible managed work space.

The Calderdale Chamber of Commerce later established an office in Dean Clough and, as the number of small businesses grew to 150, computer firms and other training agencies added to the total appeal. There is no doubt that this co-operative enterprise in a partnership between the public and private sectors was a key feature in attracting MSC and other external support. In this way, ETS became the agreed agent to co-ordinate adult training

services for Calderdale on behalf of MSC, and was also chosen to launch the training-needs-analysis pack for small businesses in the area. The college continued to provide discreet support for ETS in developing a range of services with flexible delivery (see Section 2).

THE EUROPEAN DIMENSION

In September 1984 the college principal was invited by the Chief Executive to accompany him on a two-day visit to Brussels to explore avenues for future funding. During the course of the visit EEC grants for vocational training were discovered. This led to a rapid submission to the EEC and resulted in a payment of £775,000 for existing vocational training within Calderdale, plus another £300,000 for new projects and innovatory schemes. Significant funding has been obtained for Calderdale in all subsequent years on this basis.

Discussion took place with EEC officers about the many initiatives in Calderdale, including CASBAC, CIMEC, MATC, ETS, and Dean Clough. Their advice was that while the different initiatives were in themselves admirable they represented a scattered 'cottage industry' approach which now needed to be co-ordinated to the level of a 'prosaic science park'. On return from Brussels, it very quickly became apparent that Dean Clough could provide the ideal base for a one-stop-shop enterprise centre. A small working group of Ernest Hall, the Industrial Liaison Officer, the Strategy Section leader, and the college principal developed the concept of the Calderdale Business and Innovation Centre (CBIC). This comprised five major building blocks:

- 1 Enterprise Training Services
- 2 Enterprise Advisory Services — CASBAC, Small Business Club and Industrial Development Officer
- 3 Technical Services (CALDIS, CIMEC and MATC) — to provide technical advice and back-up to small businesses and entrepreneurs
- 4 Industrial Design Centre — based in Dean Clough — for freelance consultants, and with a unit for college students
- 5 Managed work space — encouraged and supported by Ernest Hall

In February 1985 the Chief Executive of Calderdale suggested that the college principal should attend an international conference in Berlin on Science Parks and Innovation Centres. Here a clear distinction was drawn between the high-cost, high-technology and longer term science parks which have a major concern in research and are unlikely to be self-funding in less than 5 to 10 years, and the small-scale business and innovation centres which concentrated the more immediate needs of the local community in employment and product development.

The college principal and the head of the Strategy Section developed the latter concept for the CBIC and took the scheme to EEC officers in Brussels. As a result, Calderdale was granted funds to carry out a six-month feasibility study/operational plan

on setting up and running a business and innovation centre. It was agreed that the study would be carried out by two agencies:

- Percival Whitley College — to cover all aspects of the selection, screening and training of entrepreneurs;
- Bradford University — to cover advisory and technical services and recommend an organisational structure for CBIC.

The college seconded the assistant principal (Research and Development) to carry out the study and the two reports were produced separately by the agencies. The university initially recommended that ETS should be completely severed from the college and integrated into a single business and innovation centre. This caused some concern within the college and Calderdale, and a compromise of joint operation was finally agreed.

The final report sent to Brussels proposed a Calderdale Business and Innovation Centre with three major divisions:

1. Training Services
2. The Technology and Innovation Centre
3. Business Information Services

It envisaged that CBIC would be established as a private company limited by guarantee, half owned by the Calderdale local authority and half by a combination of private industry and commerce. The heart of the training services division would be ETS which would be set up as a separate company limited by guarantee, half owned by CBIC and half by Percival Whitley College.

In the process of establishing CBIC it became clearly sensible to join the European Business Network (EBN). This is a network of enterprise agencies and science parks with over 40 members throughout Europe. Regular seminars and conferences are organised and the college principal was invited to give a short presentation on computer-based enterprise training at Enschede, Holland. This conference was also attended by the Chief Executive of Calderdale and Ernest Hall of Dean Clough Industrial Park. Following this, a longer paper on enterprise training was presented by the principal at Nancy in France. From proposals in this paper, a six-nation consortium bid under the COMETT programme has developed, with business centres and universities from France, Holland, Spain, Belgium, England and Greece. Percival Whitley College has been asked to lead the consortium and, at the time of writing, a response to the funding bid is awaited.

COLLEGE CONSEQUENCES

The involvement in economic regeneration has brought significant benefits to the college:

- ESF funding has been received to generate schemes for 90 long-term unemployed, aged 18-25, in a wide variety of practical workshop situations. An awareness-of-enterprise module is now built into all ESF courses.
- YTS and ATS trainees are given a self-employment awareness option and shown the range of opportunities in Dean Clough.

With over 150 businesses operating in Dean Clough, over half of these new start-ups, it provides a very real living backcloth to which trainees can relate directly.

- MSC recognised college efforts and became increasingly supportive. Grants for open learning enterprise initiatives, training needs analysis and various seminars and exhibitions have been made readily available.
- A marked stimulus has been given to various young enterprise schemes operating within business and management courses through the use of Dean Clough and the support of Ernest Hall.
- Plans are being developed within the college for a self-employment module to be given to all full-time students.
- The college is now recognised by the Chamber of Commerce and local employers as a major element in the total strategy for regeneration in Calderdale. The Business Innovation Centre and other events ensures it a continued high profile. The principal is one of five trustees of the Calderdale Business Trust set up with a £100,000 donation from Philips. It is not without significance that the Manager of ETS has been appointed Director of CBIC.

2. THE COLLEGE CONTRIBUTION TO ENTERPRISE TRAINING

In 1984, Percival Whitley College of Further Education offered provision for small business training within its total conspectus of courses, including the full-time 'Start Your Own Business' course of seven weeks duration, with MSC funding. An important feature was that trainees were helped with post-course individual support and consultancy. The college also ran a series of part-time and short courses on 'Be Your Own Boss' and 'Start Your Own Business' in conjunction with CALDIS, based on the college library. There was also a regular series of awareness seminars and an embryonic small business micro unit.

The new principal who took up office in May 1984 quickly realised that enterprise training had potential for development. Links were initiated with MSC with a view to obtaining some form of funding for expansion in this area.

In the middle of Halifax the huge Dean Clough Mills provide one and a quarter million square feet of space. The mills became empty with the closure of Crossley Carpets, until they were purchased in 1984 by millionaire businessman Ernest Hall who had an enthusiastic interest in contributing to the revival of the Calderdale economy. He began letting space to small businesses on very flexible terms and developed an exhibition centre in conjunction with the local authority. Ernest Hall was keen to develop training and advisory services and offered space to the local authority and the college.

The principal of the college responded enthusiastically to the idea in a long discussion paper on possible links with Dean Clough, on 7 January 1985 (Appendix I). The college solicited MSC financial support for the venture. On 24 January, 20 senior staff from the college were given a guided tour of Dean Clough with a view to exploring its potential. At the same time, the MSC regional office responded to college overtures with an expression of interest in a partnership of the private sector and college provision.

February 1985 — The college occupied a suite of three rooms in Dean Clough, offered rent free by Ernest Hall, to develop enterprise training. Some existing part-time course work and enterprise seminars were relocated in Dean Clough.

March 1985 — MSC agreed to fund enterprise training for a series of weekly training days and seminars, to a maximum of £17,600, with some work to be contracted to private training providers. The agreement included provision for one full-time SYOB course, 55 days part-time training, and the development of publicity and marketing.

18 April 1985 — A Senior Lecturer was seconded half-time to run ETS, a newly formed satellite of the college. It was decided that the new initiative should have its own identity and profile and not be linked in the public mind with the college as this would provide a more commercial approach to encourage take-up by private clients and companies.

21 May 1985 — Brian Nicholson, Chairman of MSC, visited Calderdale to launch ETS which, for this occasion, developed its

own logo and publicity material. The occasion attracted considerable local, regional and national publicity.

October 1985 — The principal encouraged senior college staff to visit Dean Clough, talk to Ernest Hall, and consider various forms of enterprise training within the college curriculum.

December 1985 — A major conference was organised in Dean Clough on 'Enterprise in the Curriculum'. Speakers included Ernest Hall, Jack Mansell of FEU, Durham University Business School and Percival Whitley College. Over 50 delegates attended from colleges and polytechnics throughout the country.

February 1986 — MSC agreed a further £50,000 contract for owner-manager open learning. This was to provide 50 starts, from 1 March 1986 to 30 March 1987. The college agreed to contribute £10,500 to the total package to purchase two IBM computers, a video tape-recorder and accessories.

February 1986 — An ETS trainee, an owner-manager, won a national Lloyds Bank/*She* magazine Small Business Competition. A cheque for £3,000 together with equipment worth over £3,000 was presented to the winner by David Trippier, Minister for Small Businesses. The resultant publicity was used to maximum effect by the college/ETS.

April 1986 — Philips Ltd were closing down a major factory in Calderdale. They asked the Chief Executive for ideas for a farewell project and the college principal submitted a bid for extension of ETS. This led to donations of over £40,000 of equipment by Philips to set up an open learning base within ETS. The 'Philips Room' includes a full range of Philips equipment, including interactive video and the latest electronic office equipment.

May 1986 — The assistant principal for Research and Development set up an Enterprise Education Task Group in the college. This was partly the result of links made earlier in the year with an ESF-funded course in the college for the 18- to 25-year-old unemployed. A project to develop self-employed gardeners had used ETS for small business training very effectively. Similar expressions of interest were now made by staff in YTS and the OND Business Studies areas.

June 1986 — A temporary full-time Lecturer II was appointed to ETS on a self-funding basis.

18-20 June 1986 — The Enterprise Fiesta took place. This was a three-day programme of events to popularise the concept of enterprise across Calderdale. It was organised by a small steering committee of the Chamber of Commerce and local industrialists, led by the college. (A description of the event can be found in Section 4.)

July 1986 — A full-time temporary technician was appointed to ETS to support the computer-based training workshop.

September 1986 — ETS was visited by the head of the Small Business Section of Open Tech and Christopher Connell of the Combined Open Learning Initiative (COLI).

17 September 1986 — ETS won an MSC contract to hold fortnightly/weekly enterprise allowance awareness seminars for 25 people at a time.

October 1986 — ETS, the college and local authority continued to work closely together to develop and publicise the combined economic regeneration initiative in Calderdale.

6 February 1987 — Business in the Community (BIC) decided to adopt Halifax and Calderdale as a pilot centre for regeneration. The initiative was launched at Dean Clough Industrial Park, chaired by the Prince of Wales. The college principal was one of five speakers invited to make short presentations of possible areas of development to an assembly of leading industrialists and business people. The principal took enterprise as his theme and suggested:

- an enterprise simulation workshop for secondary school pupils;
- a black business section for ETS;
- an incubator unit to provide a sheltered environment for start-up of small businesses following training.

April 1987 — ETS was given a contract by MSC to operate the Business Expansion Programme (BEP) and Private Enterprise Programme (PEP) in Calderdale.

April 1987 — Discussions continued between college, local authority and ETS on the concept of a Calderdale Business and Innovation Centre. Agreement was reached that ETS would become a company limited by guarantee, owned jointly by CBIC and Percival Whitley College.

February 1987 — The manager of ETS was appointed Director Designate of CBIC.

14 September 1987 — CBIC was registered as a limited company.

PART 1 — CURRICULUM DEVELOPMENTS

TERMS OF REFERENCE

As can be seen from other sections of this report, The Percival Whitley College of Further Education, located approximately a mile and a half from Dean Clough Industrial Park, was significantly involved in establishing enterprise education and training at Dean Clough and within the college curriculum. The history of these developments has been referred to in Section 2. The key processes of curriculum development in evidence at ETS were:

- establishing values;
- ascertaining clients' needs;
- course design;
- implementation and delivery strategies;
- regular evaluation and review of the provision.

These processes are examined in detail in this section and related to the curriculum framework outlined in *Entrepreneurial Skills — A Curriculum Strategy for Self-Employment in Very Small Businesses* (FEU, 1987). The HANDS (Help, Advice, New Development Support) Enterprise Agency spiral curriculum set out in that report (see Figure 2) is reviewed and related to the enterprise training and education carried out at Dean Clough and the college.

ETS AND THE HANDS SPIRAL CURRICULUM

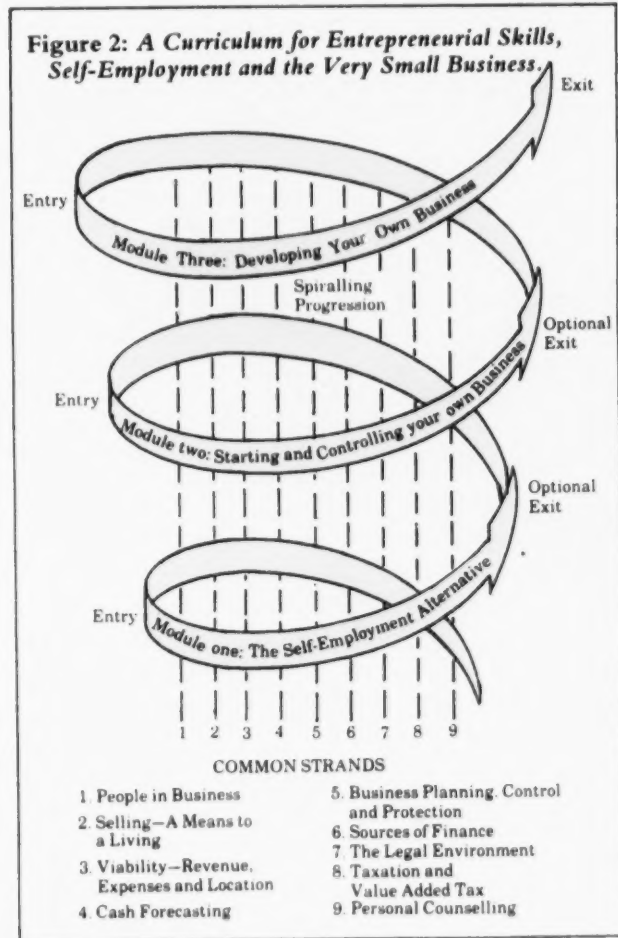
In many ways comparable to the HANDS Unit in Hartlepool, the purpose of setting up ETS was to provide a training service that would be easily accessible to a wide variety of people who were considering or already involved in starting their own business, as well as to those already running one. A similar pattern of evolution of the two organisations is also evident in the target groups and curriculum structure. The HANDS Unit advocates three modules and nine common strands, with entry and exit points for each module. The modules, while related to each other, also have distinct functions:

- | | |
|---------------------|--|
| <i>Module One</i> | — The Self-Employment Alternative |
| <i>Module Two</i> | — Starting and Controlling Your Own Business |
| <i>Module Three</i> | — Developing Your Own Business |

Nine themes which form common strands through the three modules are identified by HANDS:

- | | |
|--|---|
| 1 People in Business | 5 Business Planning, Control and Protection |
| 2 Selling — A Means to a Living | 6 Sources of Finance |
| 3 Viability — Revenue, Expenses and Location | 7 The Legal Environment |
| 4 Cash Forecasting | 8 Taxation and Value Added Tax |
| | 9 Personal Counselling |

The similarities between the spiral curriculum advocated by HANDS and that operated by ETS at Dean Clough will be referred to throughout this section of the report.



ETS AND DEAN CLOUGH INDUSTRIAL PARK

The values associated with the training being developed at Dean Clough centres on the key concepts of enterprise and success. These were wedded into the creation of an enterprise culture that sustained and reinforced the emergent values. The enterprise culture brought self-esteem and confidence to the majority of those embarking on a new venture to start up their own business. Ernest Hall and the Principal, John Bolton, of Percival Whitley College, were the leading figures in the creation of these values and norms. It was Ernest Hall's enthusiasm and influence (see the content of his addresses in Appendix II) that enabled the success culture to grow incrementally, with Dean Clough at the centre, attracting interest from a wide variety of people throughout Calderdale and beyond. As well as attracting substantial central government interest, regional and local groups such as the co-operative movement were also keenly aware and interested in the developments taking place at Dean Clough. SUMA Wholefoods eventually moved to new premises in Dean Clough from Leeds. Guy Dauncey, well known for *The Unemployment Handbook*, also visited Dean Clough.

THE MANPOWER SERVICES COMMISSION

The values inherent in the training services being developed at Dean Clough were also sustained and supported by the then MSC, whose officers quickly became aware of the potential benefits of the type and quality of training at Dean Clough Industrial Park, not only because of the proximity of the small firms already operating there, but also because of the entrepreneurial climate created that had wide appeal through the borough and beyond.

THE CLIENT GROUPS AT ETS

The number of clients using the range of services offered by ETS between April 1985 and March 1987, with projected numbers for the 1987/88 financial year, can be found in Appendix III. The clients to whom these statistics refer consist of four distinct groups, categorised according to their training needs. In order to continue the comparison between ETS and HANDS, these four groups are set out alongside the three-part module programme identified by HANDS (see Figure 3).

Figure 3: Comparison of Client Groups

ETS	HANDS
<i>Group 1 Explaining the self-employment option</i>	<i>Module 1 'Self-Employment Alternative'</i>
This group of clients is provided with an introduction to becoming self-employed. They gain familiarisation with the essential aspects of running a business and are provided with an opportunity to discuss the matter in full. This initial training enables clients to decide whether they wish to progress to the option of self-employment. This outcome is valuable since such decisions are based on considered evaluation and reasoned judgement. This screening process, which involves both learner and provider, is an essential feature of the training programme for this client group. The training needs of this group may best be defined as a basic need to know about the ins and outs of starting up and running their own business.	
<i>Group 2 Pre-start-up</i>	<i>Module 2 SYOB</i>
This group of clients is provided with opportunities to acquire the understanding and skills required to appraise their business idea, identify business resources, utilise tried and trusted techniques, prepare a detailed plan, and manage human resources.	
<i>Group 3 Up and running</i>	<i>Part Module 2 'Controlling Your Own Business'</i>
This group of clients has started its business and is provided with opportunities to acquire competency in managing and controlling it in its early days, and in identifying and using the strategies needed to facilitate the survival and progress of the firm.	
<i>Group 4 Expansion and Development</i>	<i>Module 3 'Developing Your Own Business'</i>
This group is provided with opportunities to gain an understanding of the problems associated with business development and expansion, new products and markets, working with more employees, and introducing new control systems and technology. Opportunities to acquire the business skills required to implement growth are also made available.	

ETS categorisation is based on the needs of the clients. Once these are diagnosed according to their experience, skills and attitudes, clients will gain access to whichever learning experience is best suited to meet their requirements. For example, those categorised as falling within ETS Group One may join it from a number of different points. They may be leaving school, leaving a job, been made redundant, or be hoping to explore the option of self-employment after bringing up their children. Whatever their point of departure, their needs can be broadly defined as belonging to Group One. A similar process of identification can be applied to those belonging to the other three groups.

THE FOUR TYPICAL POPULATION GROUPS IDENTIFIED BY HANDS

In Section 2 of *Entrepreneurial Skills*, 'The Target Population and Further Education Curriculum', four typical population groups are identified to which an entrepreneurial curriculum is applicable:

- all further education students (full-time and part-time), in particular 16- to 17-year-old school-leavers in their first year of further education or training;
- apprentices/technicians who have not been retained by their firms on the completion of training;
- mid-career adults confronted by redundancy, unemployment and/or the need for a change;
- prematurely retired adults.

The last three are described as approaching the self-employment alternative from widely different standpoints. HANDS points to the diversity in age, stage of personal development, personal resources and level of commitment.

ETS AND HANDS

As can be seen, there are distinct similarities between the ETS and HANDS provisions. They approach the classification of groups from a similar viewpoint — ETS according to needs and HANDS on the basis of a detailed diagnostic appraisal of individual requirements. The HANDS spiral curriculum is shown in Figure 2.

The three modules of HANDS correspond very closely to the groups identified at ETS, the major difference being the four stages, rather than three, that ETS refers to. However, on examination, it can be seen that a significant congruence is apparent between the ETS groupings and three modules of HANDS. By designing and implementing enterprise training based on these units and modules, it may be possible to replicate the noticeable success of both services.

The nine strands or topics common to the three modules developed by HANDS are compared below (Figure 4) with the topics or common strands available at ETS.

Figure 4

ETS units	HANDS strands
Determine your potential as an entrepreneur Managing Human Resources	} People in Business
Promoting the Business Managing Sales Efforts Planning Market Strategy	
Understanding the Nature of Business Obtaining Technical Assistance Keeping Business Records Managing Finances Locating the Business	} Selling - A Means to a Living
Managing Customer Credit and Collection	
Developing the Business Plan Managing the Business Protecting the Business	} Viability - Revenue, Expenses and Location
Financing the Business	
Dealing with Legal Issues Complying with Government Regulations Choosing Types of Ownership	} Cash Forecasting
Personal Counselling	
	} Business Planning, Control and Protection
	} Sources of Finance
	} The Legal Environment, Taxation and VAT
	} Personal Counselling

There is undoubtedly overlap between the categories and certain items could appear twice or thrice in the left-hand column. However, to present the comparison in as simple a way as possible, each topic of study has been entered only once. The degree of similarity, therefore, can be seen at a glance, reinforcing the view that the model could be usefully replicated elsewhere.

IDENTIFYING CLIENTS' NEEDS AT ETS

In the main, the clients ETS provided services to at Dean Clough were in Group 2 — Pre-start-up, Group 3 — Up and Running and, to a limited extent, Group 4 — Expansion and Development. They were drawn from the manufacturing, services and retail domains, with a wide variety of circumstances. In Group 2 — Pre-start-up, for instance, a client may have just been made redundant or been unemployed for over a year. In each case the immediate need would be different, the redundant worker needing information and guidance on how to deploy redundancy pay and the long-term unemployed worker needing to know how to get finance to match the Enterprise Allowance grant.

MEETING CLIENTS' NEEDS

There is a clear distinction between the needs of those in the first client group, whose ideas are unformed and who are undecided, and those in groups two, three and four. Clients in groups two and three have substantial requirements which may need addressing immediately if the business they are starting or already running is to be successful. They are able to perceive their own needs and require the services provided by ETS to meet their immediate requirements. In this respect, counselling and training are essential services. The counselling will enable them to determine which problems should be tackled first and training will enable them to acquire the knowledge and practise the skills they need. The provision, therefore, must be closely related to business performance. If immediate results are not visible to the client group, the training will not be seen as a viable option. Rather, it will become a drain on time, the entrepreneurs' most valuable resource.

STRUCTURING THE PROVISION

The bulk of clients enter group two or three. When clients from these groups first contact ETS, it is usually because they want immediate help. It is essential, therefore, to create an exceedingly good impression from the outset. Initially, therefore, each client must be allocated a substantial amount of one-to-one, face-to-face contact, so that good advice is available on an immediate basis. Staff will need to be able to assess how much time each client needs. This guidance and counselling role is extremely critical at the start of a client's course. As progress is made, a more structured, sequential pattern of training can be made available as the client comes to value the training as a worthwhile long-term investment rather than a way of solving an immediate problem.

THE OPEN LEARNING WORKSHOP AT ETS

As referred to earlier (see Section 2), an open learning workshop was first established at ETS through an MSC contract, and later enhanced by Philips Electrical. The contract with MSC provided training for 50 owner-managers on an open access flexible basis. The workshop is operated on a drop-in and appointment basis. The major part of the training delivered involves the development of a viable business plan, using a microcomputer. A Philips Interactive Video Workstation is used to develop telephone skills. A wide range of CBT, video and audio cassettes, and print-based open learning materials are available in the workshop (see Appendix V). These are evaluated according to criteria devised by the ETS Manager (see Appendix VI). The materials used depend on the experience, expertise and skills of clients. Individual learning needs are diagnosed through informal sessions conducted on a one-to-one basis. Once selected, learners evaluate the materials as they use them. Where they do not meet their needs, they discuss alternative materials with the tutor. The aim is not to complete a course, but to improve business performance. It can be seen, therefore, that the use of college staff hours must be as flexible as possible. The individual contract with the MSC allowed for favourable individual contact time between learner and tutor, and in many cases was operated on a one-to-one basis. In times of financial stringency this becomes

more difficult. However, it is essential to retain this as a feature as far as possible if the service is to be successful, and any arrangements for fee-paying clients should take this into account.

TECHNICIAN AND SECRETARIAL SUPPORT STAFF

Essential components of the ETS provision at Dean Clough are the support staff financed through MSC contracts. Without them it would not be possible to provide adequate receptionist facilities or technical support to serve the microcomputer and interactive video workstation in the open learning workshop. Support staff and up-to-date educational technology are essential features of any operation providing enterprise training services.

ELABORATION ON THE STATISTICS

The grid in Appendix III provides basic numerical information.

Enquiries

These comprise telephone calls, personal visits and letters as a result of advertising referrals from Jobcentres, Enterprise Allowance seminars, previous clients, Calderdale's Enterprise Agency (CASBAC) and Percival Whitley College. (There was an increase of 35% in 1986/87.)

Counselling and follow-up

All clients are able to benefit from an initial hour of counselling and business advice. This ranges from assessing needs at a particular point in the development of businesses, such as legal, financial or marketing advice, through to recommending which element of ETS provision to join, e.g. BEP, PEP, open learning.

Follow-up advice and support is given to former course members who are usually in a post-start-up position and encountering first-year problems (cash flow crisis, lack of customers). This is offered on a goodwill basis to contribute to their success. Many are channelled into the PEP programme and open learning workshop.

Full-time SYOB courses

This provision was initially available at Percival Whitley College for two years, and then transferred to ETS for a further two years. It has been discontinued by MSC and replaced by BEP and PEP. The SYOB courses ran for seven weeks full-time and were highly successful; approximately 75% of course members now run their own businesses. Many of them continue to use the counselling, PEP and open learning facilities at ETS to improve their business skills.

Small business workshops

During 1986/7, six one-day business workshops were provided, catering for 121 participants; eight were planned for 1987/88. These workshops aim to give basic guidance on what is involved in starting up, and what advice and training is available, and are valuable recruiting sessions for ETS and the college.

Part-time self-employment courses/BEP

Six five-week part-time self-employment courses were provided in 1986/7. These have been superseded by BEP provision. The

former took 12½ days to deliver each course, whereas the latter takes six days.

However, because of the highly successful format of the self-employment courses developed, we have negotiated with MSC to deliver the BEP programme on a similar part-time basis, i.e. in half days rather than full days, spread over a four-week period. This allows clients to absorb the content and gives more interspersed periods of business development, market research and searching for and negotiating premises.

Modular training/PEP

During the first year of ETS operations (1985/86), 14 modules were developed and delivered, which consisted of four sessions each (either mornings, afternoons or evenings). Module contents included:

- Financial planning and control
- Selling skills
- Market research
- Bookkeeping
- Micros in business
- Taxation
- Business plan

In the following year (1986/87), with the change of emphasis in MSC contracts to short courses and open learning for owner-managers, very little modular-type training was provided until further changes by the MSC were required. High-demand areas are Sales, Promotion and Bookkeeping, organised as one-day seminars and in the evenings. 1987/88 included contracts for 35 ETS previous clients who registered their interest in attending a PEP.

Owner-manager open learning

Fifty owner-managers took advantage of the Philips open learning resource in 1986/87. Of these, almost half were located within Dean Clough. Their businesses range from innovative products and prototype developments to produce manufacture and marketing and a variety of services. Their needs are varied. They require an extremely flexible approach from ETS staff who give advice and counselling, suggest a training programme for each client utilising print-based materials, computer-based packages and the possible uses of interactive video. In addition to the owner-manager dropping in to study and update business plans or cash flow on the micros, ETS staff make visits to the owner-manager's place of work. This engenders a positive feeling of 'caring and support' and 'not being left alone' in the early stages of development of their businesses. Common business problems requiring analysis and suggested solutions by ETS staff can also be shared by other owner-managers attending the workshop. This fosters a spirit of mutual help and support.

Open learning packages are used extensively, e.g. the Plato CBT packages on financial planning and marketing. Their use has been extended to participants on all other courses, where their value in

reinforcing principles is proving very effective and enhances BEP and PEP provisions.

The NEWI 'Its Your Business' audio/print-based series has proved very useful with the 'drop-in' facility, and these have been 'doubled-up' to provide clients with the 'library' facility of booking out a package to work on at home or elsewhere. (Criteria for package evaluation is shown in Appendix VI.)

A further development is the interactive video disc on telephone techniques which is being increasingly used by clients who have increased their staff and require training. Local companies are also beginning to benefit from this effective learning package and ETS plans to extend the range of topics available on disc, as well as extending the client base.

Enterprise allowance seminars

Fifteen one-day seminars were presented in 1986/87, involving 282 potential clients. Of these, 53 were encouraged to join one or more of the ETS courses.

A tabular summary of the client groups and relevant ETS facilities provided for these groups is given in Appendix VII. These statistics do not include frequent visits made to the ETS unit by parties from schools, colleges, employees of local authorities and commercial concerns, overseas organisations and MSC officers. These were provided with short (usually half-day) programmes/seminars to explain the work carried out and the training and consultancy facilities available at ETS. This is an important aspect of the marketing strategy, details of which can be found in Section 4.

PART TWO — ENTERPRISE EDUCATION IN COLLEGE

Enterprise education was developed at the college in conjunction with the initiatives taking place at ETS. A flow of candidate entrepreneurs was considered an important prerequisite to creating an enterprise culture. It was, therefore, concluded that all college students should have the opportunity to experience enterprise education and training as part of their studies. Enterprise education evolved within the college in two distinct facets:

- educating *for* enterprise;
- education *through* enterprise.

BTEC NATIONAL BUSINESS AND FINANCE COURSE AND ENTERPRISE EDUCATION

In the academic year 1985/86, this BTEC course acted as a catalyst for enterprise developments through the college. One development to come about through revisions that BTEC required was the Enterprise Project. This was in response to the increased demand for 'real' assignments. Two assignments were prepared, therefore, that involved aspects of enterprise education:

- compilation of a business plan;
- operation of a business for profit.

All second-year students were required to present an individual dossier containing proposals for the establishment of an organisation, in the private or public sector, which would operate on a profit-making or break-even basis. This organisation had to be based in the Calderdale area. Students' proposals needed to be in a form appropriate for submission as a request for financial backing to a partner, investor, shareholder, bank manager, or local authority agency. Additionally, students were required to prepare for an interview, with a tutor assuming the relevant role, as detailed above.

Students were required to incorporate all financial aid available from the private and public sectors into their business plans and utilise micro packages to present financial statements appropriately. A competition was organised and, from the 100 or so business plans submitted, six finalists were selected for interview by a panel of judges representing education, Dean Clough, the Business Studies Advisory Board, manufacturers, and Calderdale's Industrial Liaison Office, before an invited audience. All received prizes awarded by sponsors from the Calderdale area. Press coverage of the event was extensive and complimentary to the course and the college. Support from outside the college was very encouraging, with few requests for representatives to act as judges or audience or for sponsorship monies being refused.

This enterprise assignment was primarily designed to meet the course specifications of:

- unit integration;
- skills development;
- involvement of representatives from local industry and commerce.

It met all these fully and also achieved other benefits through the involvement of outside agencies in terms of public relations, publicity, work placements and full-time employment for students in the future.

This assignment was an example of education *through* enterprise, as distinct from the education *for* enterprise concept referred to above.

THE OPERATION OF A BUSINESS FOR PROFIT: BTEC NATIONAL BUSINESS AND FINANCE

The other enterprise assignment developed involved the operation of a business for profit. Full-time students only were required to set up an organisation, with the provision that it should show a profit.

All tutors involved were briefed to act as advisers only when requested, and to conduct any information exchanges as appropriate, e.g. memorandum, interview, report, letter.

Students selected their own unit members and decided upon the legal form of the organisation, e.g. partnership, co-operative or private limited liability company. Rules had to be drawn up as appropriate, e.g. partnership deed, memorandum and articles of association, and all decisions had to be made in accordance with these. During the course, for example, two young women formed a partnership and produced Percival Whitley College sweatshirts, which were sold to staff and students. Another partnership produced and sold Easter eggs. Accounting records and reports had to be prepared from time to time and were audited by a firm of accountants.

The purpose of this assignment was to:

- develop course skills;
- apply knowledge acquired on the course;
- provide students with a real business to operate;
- require students to utilise micro hardware and software as appropriate;
- involve employers in assessment.

These activities were educating *for* enterprise.

STAFF DEVELOPMENT AT DEAN CLOUGH

To familiarise college staff with the new developments at Dean Clough and to encourage the development of closer links between the main college and ETS, a half-day staff development programme took place at Dean Clough in June 1985. Staff from Business Studies and the ESF Landscape Gardening and Office Skills course were introduced to Ernest Hall and shown round the small business workshops. The ETS manager then introduced them to the concept of open learning for owners-managers, and the full range of materials and their uses was explored.

STAFF DEVELOPMENT AT THE COLLEGE

As part of the overall enterprise initiative taking place in the college, a one-day staff development workshop on enterprise was organised by the Staff Development Officer in conjunction with the Assistant Principal for Research and Development. David

Turner was invited to be the Course Leader. He was working with the CCDU at Leeds University at the time and had previously been significantly involved with the CITY scheme in Adelaide, South Australia. This one-day course provided a taster for enterprise education and was extremely well received by the 35 staff who attended from the Business and Management, Secretarial, Technology, Craft and Training, Health and Caring, and Communication groups, plus ESF and YTS course tutors. A total of 33 college staff and two from the local authority's YTS scheme attended. It provided a basis for the formation of an Enterprise Education Task Group in the college (see Appendix VIII), the aim of which was to implement enterprise education across the curriculum and field test the materials that were available.

QUESTIONNAIRE ON LIFE AND SOCIAL SKILLS

In June 1986, a review of the college's guidance provision was made using the internal *Staff News* magazine. To avoid confusion between the concept of enterprise skills and what had previously been referred to as life and social skills provision, a section asking course or guidance tutors to indicate whether the 12 skills introduced by David Turner were being developed was included.

Two-thirds of all respondents indicated that those skills were being delivered under existing course provisions. The communications group in the college was able to build on this awareness and initiated enterprise projects with other groups, e.g. the Motor Vehicle Section (see 'Enterprise Through Communication Skills Development' p.24).

ENTERPRISE QUESTIONNAIRE

The BTEC National Team obtained a stall at the fiesta to promote the developments at the college detailed earlier and also to conduct a survey to assess the people of Calderdale's response to such developments. The idea was to use any positive responses as a means of persuading and informing the staff of Percival Whitley College of the desirability of extending this form of education. All respondents were supportive of the assignments displayed and concurred that it was beneficial for young people to develop the 12 enterprise skills displayed. Employers from local businesses such as Rowntree Mackintosh, NatWest Bank, Halifax Building Society and many smaller companies were asked to sign as evidence of their support of the college's development of these skills.

BTEC BUSINESS AND FINANCE ASSIGNMENTS: THE BUSINESS PLAN COMPETITION

A further consolidation of enterprise education at the college was brought about by repeating the business plan competition in March 1987. The invited audience included the Mayor, the Chairman of the Chamber of Commerce, local councillors, representatives from MSC, and other large employers. The event was again arranged by a group of students as part of their 'Business for Profit' assignment and was photographed and videoed for future promotional purposes.

The winner of the award was a part-time student employed by Bradford-Pennine Insurance, a major employer. The General Manager of that organisation was so delighted by the result that

he awarded the student £50 to match the £50 donated as first prize by Rowntree Mackintosh. The student's immediate superior also agreed to be quoted in the press release. The runner-up was also a part-time student, employed by Yorkshire Bank plc. The employer again was very pleased and an article, with a photograph showing the presentation of the prize to the student by the Mayor, appeared in their in-house magazine. This is a favourable development because, in the past, the BTEC Business and Finance Course has been considered (in educational forums) possibly too progressive for the more traditional banking institutions.

RUNNING THE BUSINESS AS PART OF THE BTEC NATIONAL

Flexitime was introduced for students to operate their businesses in a more flexible manner. This enabled them to choose any two sessions from three; they had to fill in timesheets to record their attendance. This freed them from the confines of the traditional college timetable and was considered a successful innovation by the students and their tutors.

A survey of the students taking part was conducted to gauge their assessment of the personal development achieved, the usefulness of the project, and the degree of enjoyment they had experienced. The results were very positive, the students preferring a learner-centred environment.

ENTERPRISE THROUGH COMMUNICATION SKILLS DEVELOPMENT

As a direct result of attendance at the Staff Development Workshop (detailed earlier), the group manager of the communications group chose to adopt an enterprise project as a means of developing oral and written skills of Motor Vehicle students on a City and Guilds course. The BTEC course tutor assisted in the project design and implementation. Students chose to offer local pensioners a pre-MOT check for their cars and were totally responsible for organising the event. The BTEC tutor was interviewed by two students for advice on accounting procedures, and then acted as interviewer in a tape-recorded post-project analysis and review (required for assessment). Implicit in the exercise was the preparation of advertisements, issue of press releases, research into legal and financial requirements, conduct of proceedings, and a final analysis and review. Lecturer and students considered the event successful in terms of skills development and educational achievement. This project was an education *through* enterprise exercise.

EXTENSION OF ENTERPRISE THROUGHOUT THE COLLEGE

Structured interviews were carried out with full-time Art and Design, Technology, Motor Vehicle, Craft and Hairdressing course tutors. The interviews sought to:

- collect information to plan staff development programmes;
- gauge the degree of enthusiasm of staff to the concept of educating for enterprise;
- determine the liability of inserting enterprise blocks into existing course timetables.

The results were positive. Staff felt that students would benefit from enterprise education modules and plans were drawn up to introduce enterprise units into full-time courses. However, difficulties arose as no additional time was allocated to these courses. The hours per week had already been reduced to 26 to meet college cuts, and tutors felt that the course specifications issued by external bodies, with which they had to comply, did not allow for any further modification.

Alternatives, therefore, had to be found. Enterprise electives, one hour per week enterprise modules for part-time students, and the inclusion of enterprise in Communication and General Studies were options considered.

LINKS WITH DEAN CLOUGH

Ernest Hall, the driving force behind Dean Clough, was interviewed by the BTEC tutor with a view to developing closer links between the college and the enterprise complex. As a result, various business and finance assignments have been based around Dean Clough.

Ernest Hall has been involved in the assessment of student work and has expressed an interest in becoming directly involved with enterprise education in the college. Obviously, in respect of the proposed future developments, such an outside speaker could prove to be extremely useful as a means of sparking student interest and building up self-confidence.

ENTERPRISE IN TVEI

An enterprise module was prepared as part of the Personal Services GCSE mode three, which was implemented in the 1986/87 academic year. The teachers and students, either individually or in groups, have worked together to decide upon a project, e.g. school tuck-shop, mini sports day for people with disabilities, and skills are thus developed through enterprise education. There is no formal instruction in the setting up of a business.

TVEI teachers are also working together on enterprise schemes being developed by the Schools Council Industry Project Officer at Bermerside Teachers' Centre. This is part of Calderdale's INSET provision.

ENTERPRISE IN THE ESF WORKSHOP

The vocational preparation programmes have been designed to give students an insight into the establishment and operation of a business for profit, and have included a visit to the Dean Clough complex for a guided tour with talks by Ernest Hall and others. However, the students, who were generally 25+, did not readily take to setting up in business. The programme was therefore modified to give instruction into how to prepare a business plan for submission to a funding agency, and self-employment was presented as an option. The success of this strategy was noticeable in that ESF landscape gardeners set up a business and sold garden chairs and furniture. Other ESF trainees on an office skills course devised a business plan for home baking and successfully set up a small co-operative.

ENTERPRISE ELECTIVE

As already referred to, in order to overcome the problem of lack of time on full-time courses, students have been offered an enterprise elective unit to:

- prepare a business plan;
- set up an enterprise with a view to making a profit.

The first students to take up this elective set up ceramics and jewellery businesses, and one sold paintings.

The elective module was developed by part-time lecturers who had current experience of operating their own businesses, for instance a bakery and a chemical business for the dyeing industry. One lecturer has subsequently become an adviser with the Small Business Advisory Centre based in foods. The content of the module was finalised by the students, in conjunction with the tutors.

The elective was operated on a pilot basis and was attended by 16 students on a regular basis. It was included as an elective in the 1987/88 programme.

MATERIALS USED

DUBS (Durham University Business School) (16-19) materials have been used by lecturers concerned with the enterprise elective. Positive feedback has been received. Elsewhere, lecturers have preferred to use their own materials — either acquired or specifically designed for the development of learning objectives. It should be noted that elective lecturers had commercial experience with small businesses. Other lecturers involved in enterprise education have been more experienced teachers with the confidence to take risks and allow the students' energy and enthusiasm to develop in a flexible way.

EMPLOYERS' RESPONSE TO ENTERPRISE EDUCATION AND TRAINING

Local employers such as Hoechst UK, Lloyds' Bank and Rowntree Mackintosh have been very supportive, acting as advisers, information suppliers, assessors, and financial sponsors by donating prizes and through visiting speakers. They also assisted with the enterprise competitions. Bradford Pennine, Yorkshire Bank and Webster's and Wilson's Brewery attended these events to give support and encouragement to their employers who attended the college on a part-time basis.

Any reservations previously stated that employers would frown upon part-time students completing such projects have been totally dispelled. Where employers are kept informed and involved with the programmes, their response is positive.

FUTURE DEVELOPMENTS

To overcome some of the gaps in the enterprise education programme in the college, it is proposed to commence discussion on two new developments while still operating existing units of enterprise study as detailed previously.

BE THE BOSS' UNIT

Full-time students will be offered the opportunity to undertake an additional unit one evening per week for one term, with

college certification of attendance on the course. The unit will be staffed by lecturers with current or previous experience of operating their own business. The precise nature of the course will be a matter for negotiation between staff and students, and will be designed to meet students' individual needs.

PERCIVAL WHITLEY COLLEGE ENTERPRISE AWARD

If sufficient students are exposed to enterprise education in some form as part of their college programme, it is proposed to extend the current BTEC Enterprise Award to a wider range of applicants. The format will remain similar. Students will be asked to draw up a business plan, with the finalists being interviewed by a panel of judges from a cross-section of economic activity in Calderdale. Prizes will be offered by sponsors.

ENTERPRISE TRAINING IN YTS

Enterprise training was introduced within the general education (core skills) of the Production and Maintenance YTS induction and later into off-the-job training for Horticulture trainees from the Calderdale Authority scheme. A small project was also undertaken with a group of Catering trainees, who organised an evening buffet for a Calderdale Careers Association meeting on enterprise (which made a handsome profit!).

As a result of pressure from the second-year continuation Catering Group, a restaurant was established at the Ashlar YTS Centre where they could practise food and beverage service with real customers: an example of the type of initiative YTS trainees are capable of. In addition, a number of college-linked functions have had refreshments prepared and served by trainees in the restaurant, e.g. at the presentation for our ATO status.

The Horticulture trainees took, as their project(s), the organisation of a series of weekend day-trips for all trainees at the Ashlar Centre. Destinations were researched via questionnaires, quotations from coach companies requested and compared, and bookings and deposits taken. Unfortunately the first trip to London had to be cancelled due to lack of support, but the trainees learned a great deal from this experience! The second trip to Alton Towers proved more successful and was enjoyed by all.

As a result of the project, most of the YTS core skills were covered. The transferability of these skills was evident in their attitude and performance in vocational training.

The teaching resources used for the above included the DUBS materials and Job Start philosophy. It was felt that first-year YTS trainees should be encouraged to develop the wider enterprise core skills proposed by David Turner (Appendix VIII) rather than a self-employment focus. Although introduced only on a very limited scale — due to all the other pressures facing YTS managing agencies during the 1986/87 introduction of two-year YTS and ATO status — the approach worked and was introduced on a much broader scale the next year, with optional short modules on setting up a small business for trainees nearing the end of their second year of training.

SELF-EMPLOYMENT AND CO-OPERATIVES

A number of interesting developments have taken place in the Calderdale area based on the co-operative movement, e.g. Sharma (manufacturer and retailer of Indian clothing); Food and Futures at Dean Clough, and an Asian women's sewing co-operative. The Calderdale Careers Association organised a meeting at which a representative of the co-operative movement showed a video on the experiences of young people who had established co-operatives. For many young people who join YTS, this may be a more viable option than starting a traditional small business.

ENTERPRISE IN YTS OCCUPATIONAL AREAS WITHIN THE COLLEGE

Training for enterprise will be introduced in the college YTS managing agency training programme in the following occupational areas:

- Production and Maintenance (replaces Commercial/Industrial/Enterprise skills)
- Clerical (replaces Background to Business/Business Structure)
- Catering (addition to General Education/Core Skills)
- Beauty Technicians
- Leisure (already involved in Community Service)
- Hairdressing Year 2
- Sewing (predominantly for Moslem girls — introductory module from a Moslem businesswoman)

However, problems are anticipated in finding appropriate staff, although some part-time staff with experience of running a small business may be willing to continue the development of this area of our training provision. Resources identified as appropriate for YTS include the DUBS material, *Work for Yourself* by Paddy Hall (NEC), and the Genesis and Job Start Material. A useful directory of agencies is the MSC Action for Jobs *Enterprise for the Young*, *Helping You to Help Yourself*, and the CRAC Enterprise Network.

4. MARKETING STRATEGIES

IDENTITY AND IMAGE

The origin and history of ETS has been outlined earlier in the report. From the start, a key decision was taken to create ETS as a unit separate from the college, in both its location and image. An outside agency, Metro Marketing, was initially employed to develop the image; the first set of leaflets and posters were produced in 1985. ETS developed its own logo which was displayed in *CALDIS News* and, wherever possible, in public institutions throughout the borough.

The ETS manager was encouraged to promote and publicise the unit aggressively. The ETS suite in Dean Clough was set up in a professional and prestigious manner, with good office and reception facilities and carpeted and panelled teaching rooms. A professional, rather than an 'academic', image was created quite deliberately. Participation was sought in local events and visiting parties from schools and other local agencies were welcomed. The manager regularly gave talks to local groups and took part in regional conferences organised by the polytechnic and FEU. Articles were written for the local paper and *CALDIS News*, and relationships with local companies were regarded as a high priority.

ENTERPRISE FIESTA

To popularise enterprise opportunities and raise public awareness, the college proposed a public celebration of the positive spirit of enterprise in an enterprise fiesta. A local working party was set up, including representatives of industry and commerce, the Chief Executive's department and the college. Particularly strong support was given by managers of the Halifax Building Society, Rowntree Mackintosh, and the Chamber of Commerce. The local paper, *The Halifax Courier*, featured articles over the weeks preceding the event, and a free four-side pull-out supplement of the programme. Several thousand additional copies on stiffer paper were run off for use by the organising committee.

The event was seen as part of the total strategy for economic regeneration of Calderdale. Two major aims were identified:

- to boost morale and spread the spirit of enterprise throughout Calderdale;
- to attract outside attention to Calderdale as an area with heart, stamina and real prospects for the future.

Two major events were at the heart of the fiesta. One was an Enterprise Fair in the magnificent Piece Hall, in the centre of Halifax, on Thursday 19 June. The Leisure Services Department of Calderdale released 160 market stalls to the college for renting out to new entrepreneurs, at £2 for the day. About 80 stalls were taken by genuine new businesses and entrepreneurs, and the rest by regular market traders eager for an extra day's business. The Leisure Services Department also agreed to provide, without charge, six hours non-stop entertainment including a jazz band, theatre group, mime artistes and buskers. The event was opened by Robert Hall of Yorkshire Television, the presenter of the

YTV Enterprise Programme. Special additional attractions were a raffle for an Enterprise Fiesta sponsored by the Halifax Motor Company; a 'best stall' competition sponsored by Rowntree Mackintosh; and a Halifax play bus which acted as a crèche for the day, provided by St John's Ward Community Association. Geoff Capes, 'the world's strongest man', was engaged to show that from little acorns mighty oaks can grow: he signed autographs, gave demonstrations of his strength, and generally added to the fun and festival atmosphere of the day. The steering committee let out refreshment concessions within Piece Hall for the day and used the income to offset costs.

The college and ETS took separate stalls and the latter offered enterprise training and consultancy. Many enquiries were received:

Persons under 25

- one woman wishing to start a business dealing with word processing and clerical work
- two men (brothers) interested in setting up a tyre fitting business
- one man wishing to set up a catering business — his concern was allowances as he was in full-time employment
- one man interested in joinery was advised on further training and decided to enrol at Percival Whitley College
- one woman interested in art
- one woman involved in dressmaking from home and wishing to expand her business
- three men considering self-employment

Persons in the 25-40 age range

- one man who had been made redundant, wishing to follow his past career in Insurance
- one man, employed as a chef, wishing to start a business in cakes and sweets
- one woman wishing to open a small hotel, but concerned about financing the operation as she would not qualify for Enterprise Allowance
- two men — one employed and one unemployed — interested in building work.

Persons in the 40-55 age range

- one woman in business who wanted advice on marketing and packaging certain types of foodstuff
- one unemployed man
- two women interested in starting up a business

Persons over 55

- one woman (retired) who wished to open a food shop
- one man who had taken early retirement, wishing to follow his career in accountancy

- one woman who wished to open a word processing agency
- one man, a market trader, who needed assistance with book-keeping.

Many people took away leaflets and/or played the 'Entrepreneur' game.

Dean Clough Industrial Park hosted the second major event of the fiesta on Friday 20 June. A number of competitions had been arranged in connection with the enterprise, and the finals and presentation of prizes took place during the day:

- The Innovation Centre organised a best invention/idea supported by the Halifax Building Society. Thirty-three entries were submitted and the winners were:

1st Prize - Climbing Aid

2nd Prize - Tipping Trailer

3rd Prize - Adjustable Socket Spanner

- The Halifax Junior Chamber and Thorn EMI together sponsored an enterprise competition in Calderdale schools. The first prize of an FST 26" TV was awarded by Thorn EMI.
- Enterprise for adults in Calderdale was sponsored by Hoechst (UK) and the Calderdale Chamber of Commerce:

1st prize - 'Classical Drapes' — two young women who planned to open a curtain business.

Joint 2nd prize - Dean Clough Nursery — two 18-year-old girls who planned to open a day nursery at Dean Clough Industrial Park after completing a training course at the Percival Whitley College

and

Evans Office Services — a young woman who planned to set up a bookkeeping business for small firms.

All prizes were presented by Richard Branson who also officially opened the Philips Open Learning Centre which had a range of equipment, including interactive video and business micros donated by Philips Business System to ETS. Later in the same day, Richard Branson also inaugurated the regional centre of the Prince of Wales Young Business Initiative.

Dean Clough Industrial Park was open to the public and ETS, CASBAC and the Innovation Centre were promoting their services strongly. In the enterprise training suite, a simple computer game devised by college staff allowed people to rate themselves as potential millionaires. In the cafeteria an enterprise word square game was sponsored by Broadbent Machine Tools and was open to all visitors.

Other events included in the Fiesta were:

- Wednesday 17 June
 - Starting and staying in business — a buffet and seminar at Percival Whitley College.

- Thursday 19 June

- A major debate on The Future of Calderdale — 'Manufacturing or Tourism' at Percival Whitley College. Speakers included the President of the Calderdale Chamber of Commerce and the Director of the Yorkshire and Humberside Tourist Board. The event attracted over 60 people and a lively discussion followed four major set-piece speakers.

- Friday 20 June

- A one-hour seminar on 'Starting a Co-operative' was repeated three times, including once in Urdu and Punjabi for women only.

The Enterprise Fiesta was popular and well supported. Other than the provision of entertainment in Piece Hall, there was no direct cost to Calderdale Authority as all other charges were met from the sponsorship and support of local firms and agencies. The event attracted considerable attention from MSC and the EEC, the latter contributing £500 for its appraisal. The college and ETS played a significant role in the organisation of the fiesta which was a public-relations and image-building event for both.

PUBLICITY

The vital role of good publicity was fully realised from the start. Careful attention was paid to this in the college and ETS. The college made a major effort in completely revamping its prospectus and other publicity, and it was agreed that ETS should operate a professional publicity campaign. A firm of marketing consultants was engaged to provide ideas. They pointed out that all advertising is based on the three fundamental motives of fear, greed and vanity. For our first leaflets they chose fear, with the basic message of 'Will you be able to stay afloat?' with a drawing of somebody who ran a small business in water surrounded by sharks. After that the college developed and devised its own in-house expertise and this was used to support ETS. The number and regularity of articles and photographs in the local press was carefully monitored, posters were distributed throughout the area at regular intervals, and feedback from mail shots and other initiatives was put into a central database.

Whenever the college or ETS had a success, this was maximised for publicity purposes. ETS was fortunate enough to win, in 1986, a Lloyds Bank/She magazine national competition for small businesses. The £6,000 cheque presented by David Tripper, the Minister for Small Firms, was used in all subsequent ETS displays.

When computer-based training was developed within ETS, it was assumed that customers and people who run small businesses would be eager to avail themselves of this high technology. This did not prove to be the case as many were afraid of micros and did not see their relevance for their own small firms. Initial advertising concentrated on:

- practical applications, e.g. simulations;
- useful testing — provides certification;
- effective presentation;

- experience with computers promotes confidence.

This was ineffective, as it was too wordy and pitched at an academic level. The problem was discussed with small business clients and interested parties over a period of several weeks. From this we built up a profile of our typical small business client:

- mainly secondary education;
- not interested in computer theory;
- pressed for time;
- wanted answers to immediate problems;
- not familiar with computers;
- short-term view of business.

Accordingly, the advertising was changed to feature messages such as:

- Private — No fear of 'failure'
- Self-paced — Spend time as needed
- Flexible — Times and sessions to suit you
- Interactive — Immediate feedback
- Practical — Solves your problems

This was much more effective and clients began to roll into the workshop in increasing numbers. A lesson learnt from this experience is that it is important to know your client market and target your publicity very carefully.

In general terms, publicity in the commercial sector is sharp and glossy. We accepted that we were operating in this field and tried all ways to operate on a commercial basis. Astralux folders provided a common container for leaflets printed in several colours and on good card. ETS notepaper had a colour heading, good quality paper and the best print possible. When a significant number of folders was required at short notice for the Business in the Community (BIC) launch by the Prince of Wales, the order was placed with a local printer on a high-quality/high-cost basis. Several customers commented on the professionalism of ETS and its image and there is little doubt that it was regarded locally as a quality service. The services of the college Promotions Unit were invaluable in building and maintaining this image.

In fact, the hidden college support given to ETS in marketing, development of learning systems, staffing expertise and funding were significant in enabling ETS to provide an effective service to outpace competitors. In the later stages, the net flow of benefits reversed, with the college using ETS as a focus for enterprise development across the college and as a significant booster element in initiatives such as the Enterprise Fiesta or young enterprise projects in college.

CO-OPERATION

PRIVATE/PUBLIC SECTORS

As is evident from the principal's response to Ernest Hall in January 1985 (Appendix I), the concept of partnership was

fundamental to the success of ETS. Ernest Hall was closely involved in the planning and development of ETS from the start. He took a close interest in all aspects of the development and was invaluable in securing links with key people throughout the region. He is a member of the panel interviewing clients for the full-time 'Start Your Own Business' course; he regularly contributes to training sessions and is always available for consultation with ETS clients. The value of such a close and consistent commitment from a leading member of the local business community cannot be over stated.

LEA/COLLEGE

The education committee and the Chief Education Officer accepted the value of the college as an element in the economic regeneration of the borough and encouraged college initiatives to this end. Officers at all levels within the education department were positive in their approach and supportive of college development.

COLLEGE/ETS

The ETS initiative was fostered by the management of the college and the initiative was given a high profile throughout the college. Staff at all levels were encouraged to appraise ETS, use its services and interact with it in as many ways as possible. The secondment of staff to the unit, the use of other full-time members of staff on a part-time basis, and the use by ETS of college services ensured good relationships. The exchange of resources and expertise was encouraged from the start.

METROPOLITAN BOROUGH/COLLEGE

The Chief Executive encouraged the college to work closely with his strategy section and play a full part in economic development initiatives. The support of the local authority and its positive encouragement of the idea that enterprise training services and the college should continue as major providers for business training were crucial to the initiative. The later development of the network of business agencies and their ultimate fusion in the Calderdale Business and Innovation Centre are logical consequences of the early corporate approach.

DELIVERY

The strategy was built around the twin concepts of responsiveness and flexibility. ETS was committed to meeting the needs of the market-place in a variety of forms of delivery:

- The seven-week MSC-funded full-time course was generally oversubscribed. It provided a weekly grant while training and a sum of around £500 to develop a project during the course. The admission panel included Ernest Hall and an MSC officer; applicants were carefully selected. The resultant success rate has been consistently high and many of the new businesses started have been by graduates of this course.
- This provision was complemented by a series of part-time courses offered over varying lengths, along the lines of 'Start Your Own Business' or 'Be Your Own Boss'. These did not entail such a great commitment of time and were therefore very popular with people relatively uncommitted but curious

to find out about the problems and practice of setting up in business.

- The manager of ETS quickly realised that there was also a market for specific modules. A rolling programme of modules was quickly built up, based on three- to five-hour specific units. These allowed clients at all stages of entrepreneurial training, from pre- to post-start-up, to meet particular needs.
- A steady flow of clients was assured from a series of one-day seminars to introduce people to the concept of enterprise. Many of these awareness days were run in conjunction with CALDIS. Latterly, MSC funded awareness days on a fortnightly basis and more recently on a weekly basis, with up to 25 clients at a time.
- It soon became apparent that many people were considering the development of small businesses while remaining in full-time employment elsewhere. Equally, there was a need among the existing business community for a flexible provision which allowed them to take advantage of lulls in activity on an irregular basis. The concept of a computer-based training workshop developed quickly. References are made elsewhere to the software and hardware used, but there is no doubt that this drop-in facility with a wide range of courseware for both tutorial and simulation purposes proved a major element in the delivery strategy. Interactive video was at first approached with some scepticism, but the packages bought to date have proved popular for both workshop and in-house delivery for larger firms. Interactive video programmes are now regularly loaned out at a cost of £15 — £20 per hour for firms to use on their own premises.
- Consultancy and post-start-up support have also been important in establishing credibility and a proven track record of success for ETS. Many clients have come to see the unit as a real support. For several, ETS has worked hard in securing DTI grants, although this is properly the remit of other agencies. Clients are encouraged to keep in contact with ETS and refer problems and issues for consultation and group discussion in the early years of their new business. The college and ETS worked closely together in developing skills in Training Needs Analysis (TNA). This area of development has been strongly supported by the MSC and the college was asked to launch the MSC TNA pack, *Business Success Through People*, for Calderdale. Staff now regularly help firms to obtain appropriate grants for training which is then carried out in the college or ETS.

In short, the delivery of enterprise training has been deliberately diversified to meet market needs, always on the basis of recovery of costs and overheads. The unit operated from inception on a self-funding basis and, while there is little doubt that most of the income has been through MSC contracts, the percentage of other clients is increasing significantly.

QUALITY CONTROL

The MSC watchword of 'accountability' is now well known and there is little doubt that any operational unit is only as good as its

last performance in the eyes of local MSC officers. This, coupled with a need to succeed in a very competitive market-place, ensured that particular attention was paid to client feedback. Reference is made in Section 3 to the detailed records maintained by ETS on categories of client and mode of delivery of training. Equally detailed records were kept of trainee destinations and successes, and clients were always encouraged to express concern or difficulties with materials or teachers.

All avenues of seminars, new books, relevant periodicals, and new computer software were constantly scanned for relevance and value in adding to the core stock of ETS. Specimen copies were always purchased or ordered and then evaluated for use by ETS. One checklist of criteria for evaluation is set out in Appendix VI.

The college Industrial Liaison Team also regarded customer feedback as very important. Thus, after every short course, an evaluation questionnaire was distributed to participants. Three or four weeks later, a follow-up visit was made to the secondary client, i.e. the firm paying for the course, to see if the course had met the provider's needs as well as the participants'. A visit is made to an appropriate senior member of staff and a checklist used as the basis of a short and straightforward discussion. This serves the double purpose of:

- alerting clients to our concern for quality control
- and
- building up a monitoring system to assist in constant refinement of our product.

This approach, encouraged for general use throughout the college, is yet another example of how a commercial approach is quickly adapted to educational use.

The proposals set out below form a response to a suggested 'Dean Clough Strategy' by Ernest Hall for a joint venture between Dean Clough and the LEA in training services.

Provision of training is a key element in the co-ordinated network of development agencies, with the Enterprise Centre at the hub. It is difficult, and indeed may not be useful, to attempt to draw a clear line between advice and consultancy services and training. A recent Open Tech paper points up the need to keep consultancy and training services closely bound together.

In general terms, Dean Clough represents successful private enterprise and the college represents the public sector training and education service. The two in tandem, in Calderdale, are able to provide a range of training opportunities unlikely to be equalled elsewhere.

NEEDS ANALYSIS

The MSC, in its Adult Training Strategy, is seeking to meet the needs of industry and commerce through flexible training. Similarly, the EEC is now moving towards consideration of open and distance learning provision for those in need of retraining and the long-term unemployed. Both stress the need for market research and needs analysis. The college now has a £16,000 contract with MSC to conduct a survey into the open learning needs of local industry and communities in Calderdale and the surrounding areas. A report should be ready early in April. The education department is conducting a similar but longer survey into general training needs, in conjunction with Kirklees Authority. Finally, the college is sharing with three other colleges a joint Kirklees/Calderdale Chamber of Commerce project to look into general and industrial training needs. All three ventures will produce much useful material in pointing the ways forward for the Enterprise Centre.

PROMOTION

Much of the demand for an Enterprise Centre and its services is likely to be latent and therefore in need of stimulation through aggressive marketing. The college, with 1,200 full-time and 2,500 part-time students, nearly all of whom are resident in Calderdale, is an ideal starting-point for such a marketing approach. Open days, seminars, workshops targeted at particular groups, e.g. young unemployed, small firms, large firms, adult unemployed, etc., can operate on a joint basis to explain the total package of resources and opportunity available within the Enterprise Centre network.

SMALL BUSINESS

The college has about 150 students per year on its part-time 'Start your Own Business' courses. In addition, MSC pays for a seven-week full-time course for 12 students and a 36-week Certificate of Accounting Technicians which overlaps substantially with other business courses. BTEC courses run at National Diploma/Certificate and First Award Certificate/Diploma levels, with over 112 full-time students and 200 part-time students involved. Dean

Clough has over 85 small businesses in operation, over half of which are first-time ventures.

Opportunities for enrichment of training are virtually limitless. Students could visit the small firms, do projects on those that were willing, attend for periods of work experience, assist in financial appraisals and use of microcomputers, carry out market research on their behalf, etc. Dean Clough could provide an invaluable and practical experiential input on many of the courses, provide a motivational/inspirational element early in courses, assist and advise with young-enterprise type schemes, offer nursery facilities to suitable applicants, and encourage the formation of a graduated pattern of entrepreneurial courses together with the college. Special package courses involving elements of Dean Clough, college training, product development and possible sponsorship could prove attractive to the EEC and MSC.

NEW TECHNOLOGY

The college has over a million pounds invested in computer-related technology. There is a major computer suite of three rooms, with two mini computers and over 30 micros for familiarisation, computer literacy and general data processing. Separate computer bases relate specifically to business and management, secretarial and word processing applications, and computer numerical controlled engineering applications. A close relationship between the Enterprise Centre and college will increase use of these facilities and open up access to many self-employed/small businesses at present unaware of these. Small firms could encourage students to do project work based on their real business information needs and problems.

VOCATIONAL TRAINING

The college is the largest YTS managing agency in Calderdale, with almost 200 young people on various YTS programmes. In addition, the EEC has funded two workshops for young people aged 18-25 to derive basic practical experience, coupled with some course skills for 90 people. These courses should be linked to Dean Clough elements of motivation and self-confidence and geared towards self-employment or small businesses. Seminars, visits and short practical spells of experience could be useful in building up an effective bridge between basic training courses and realistic employment opportunities.

DESIGN MARKETING

Many higher education places were achieved by students in Art and Design in 1984. There is a wide range of talents and abilities among the over 125 full-time students in Art and Design. These could be used by small firms which, in their turn, could provide realistic work experience and projects for students. The idea of an industrial design studio clearly has much appeal here and links should be forged quite easily.

STAFF DEVELOPMENT

Exchanges should be arranged between members of teaching staff and members of the business community/Dean Clough employees to foster a mutual understanding of the needs of

training in the workplace. Such exchanges are likely to lead to various spin-offs in terms of increased use and exchange of services.

OPEN LEARNING

This is applied to any developments which improve access to training and education for those who cannot attend more conventional courses. The college has drop-in workshops in Communications and Mathematics and is developing the computer base on similar lines. It has just launched a major programme in distance learning in GCE 'O' and 'A' levels and similar resource packages are now being developed in many other courses. Outline proposals exist for the division of business management into small modules which can be taken by trainees on a 'pick and mix' basis. Packages of learning materials will be developed so that the modules can be studied at home or on a drop-in workshop basis. These proposals have already attracted considerable attention from MSC and are likely to prove equally attractive to the EEC. The idea of such learning materials coupled with periods of practical experience (experiential learning) in particular firms in Dean Clough can form an innovative training package. In this context, the recent discussions initiated by Percival Whitley College between Bradford College, Bradford University, Huddersfield Polytechnic and all colleges in Calderdale, Kirklees and Bradford to form an open learning federation are particularly relevant. The federation, when formed, will provide for the accreditation of all forms of learning including experiential, distance and in-house. The opportunities for small firms and those newly engaged in business are obvious. The development of flexible training modes requires close co-operation between the private and public sectors.

In sum, Dean Clough and the college should together be able to provide a unique pathway to training and employment. Most full-time courses in the college should include an element, early in the course, on self-confidence and motivation provided by Dean Clough. Hopefully, many of the courses will include some element of work experience/visit/project/seminar relating to the Enterprise Centre. Towards the end of courses, arrangements should be made for counselling in self-employment and small business opportunities through the Careers Services and Dean Clough. The opportunity to take up site/projects space in Dean Clough on protected terms, for an initial period, may well prove attractive in inducing many young people to undertake further entrepreneurial/small business courses at the end of their original course.

Similarly, the aggressive promotion of entrepreneurial training and business opportunities for adults and the long-term unemployed should lead to a market upsurge in demand. It is important to use fully all existing facilities and not duplicate them. Funding in the short term is not difficult; long-term viability is. Nevertheless, future phases in Dean Clough/college co-operation might include college workshops in Dean Clough, a sheltered workshop for students with special needs, and the development (with the schools) of a large TVEI practical work

simulation area in Dean Clough. In an earlier paper, a Support Service Unit was suggested. This should involve the active co-operation of large firms in helping to sustain recently launched business ventures. Common services provided by the Enterprise Centre will include marketing, office services, etc., but the college may well have a role to play in offering specialist counselling and self-awareness courses.

John F Bolton
7 January 1985

APPENDIX II: ERNEST HALL'S TALK ON SELF-EMPLOYMENT

One element in the support Dean Clough offers is Ernest Hall's talk on the option of self-employment. The following points are made during this talk and expanded on:

SELF-EMPLOYMENT IS THE SAFE OPTION AND EMPLOYMENT THE DANGEROUS OPTION

Being in charge of one's own business gives control and confidence; all the decisions made have, as their primary objective, the success of the employer. Being employed by any organisation is hazardous. In the event of the company facing any problems, it is the interests of the company which come first and the interests of the employee second. Many people who have believed themselves to have had security in employment find that security can be ended very abruptly and in a way which often creates a great deal more anxiety than the healthy problems of running one's own business.

REDUCING THE FEAR OF FAILURE

This is a major problem for many. A number of suggestions can be made to overcome this. One is emphasising that the only failure is giving up trying — that failure is not the being knocked down, but the not getting up. Many have come to believe that there is the possibility of certainty. People who are unemployed sometimes demonstrate this by actually preferring to believe that a job is unobtainable as against the uncertainty of thinking that it might be possible to get one. All this comes back to the building of confidence and self-esteem which are necessary for courage to live and work in a real way.

ABILITY AS A MOVABLE POINT

Again, my experience while talking to groups of unemployed people is that many have been adversely affected by their experience of education. Assessing people is a necessary part of the education system, and I think it is becoming increasingly important that assessment is regarded as the point at which the individual has arrived, without in any way signifying a limit to the point at which the individual may aim. I emphasise the fact that the principal difference between winners and losers is no more than an attitude of mind. The qualities of energy, enthusiasm and tenacity are all by-products of finding a role in life which gives satisfaction.

DEVELOPMENT OF SELF-ESTEEM AND CONFIDENCE

It is vital that no part of the curriculum damages these two ingredients and indeed that all the help that is given to people has, as its primary purpose, the development of these two qualities. No qualities will be more critical in determining the extent to which people can succeed.

EXPERIENCE WILL ALWAYS BE THE MAIN TRAINING ELEMENT

However much support, advice and training can be given, the real training element is experience. But I usually point out that experience is a bad teacher — first you get the test and then the lesson. As far as possible, other people's experience should be used in developing a business skill and a business idea. This experience is available in training.

THE NEED FOR EMPLOYERS

The ratio of employer to employee has been changing quite dramatically over the past few years. Companies are getting smaller and we need more employers and fewer employees.

ONE OF THE MAJOR ADVANTAGES OF THE START-UP BUSINESS IS FLEXIBILITY

No business has ever been as effective and efficient as a one-person business. If you are dealing with the customer, the product and the service, then no one has a greater understanding of and interest in satisfying the customer's needs than you the employer, and no one is better able to respond to the customer's requirements as promptly and flexibly. This gives the small business a major advantage.

FACING REALITY

Many who consider the idea of starting a business may not have the necessary confidence. This is often neither admitted nor understood by individuals. They will, for example, decide they could do it if they had money, but it is impossible to get the money. This must be interpreted for what it is — expression of a lack of confidence. Money is not an obstacle to starting a business; it is a very simple requirement that anyone can meet, provided they have addressed the fundamental questions and taken all the necessary steps. Individuals without previous experience and capital must initially restrict their ambitions to achievable targets and not indulge in fantasy business projects which are destined never to become reality, but which may give them a sense of security because they can never be implemented.

THE NECESSITY FOR STRENGTH AND INTEGRITY

It is important to point out that the worry of running a business is not one which, in general, can be shared with other people. A successful business must have at its helm someone who has developed sufficient stamina to cope with the problems and worries in a positive way which conveys to the outside world, at all times, control and success. This is a particularly difficult area for many people, but it is important always to urge people to develop a strong rather than a weak reaction to situations.

THE INEVITABILITY OF SUCCESS

The most important thing is to promote the idea that success is not a variable quality but a direct consequence of maintaining the right attitude of mind. There is only one critical decision which must be made and must be right and that is the choice of produce or service which is to form the business. No decision will be as important, and the wrong decision makes success for that particular venture impossible. However, success in the wider sense does not end with the death of a venture; that experience must be regarded as a learning experience. The choice of business idea will not only be critical to the survival of the business, but must also be one that generates the excitement and enthusiasm of the owner. Of all the support presently being given to new businesses, no area needs more work than this. There is still remarkably little information as to whether ideas are over- or under-provided in the community.

APPENDIX III. ETS STATISTICS

Financial year	Enquiries	Counselling & follow-up	Full-time SYOB courses	Small business workshop	Part-time self-employment course/BEP	Modular training/ PEP	Owner-manager open learning	Enterprise allowance seminars
1983/84			12					
1984/85			12					
1985/86	423	137	13			172		
1986/87	574	232	12	121	104	16	50	282
1987/88 (Projected)	600	250		200	112	420	100	

Although initial selection will obviously be dictated by what is available in print-based/audio/video media, and by the needs of varying client groups, haphazard or random selection should be avoided. For example, a Marketing package might be selected for client group 3S followed by, say, a Finance package for group 2M. However, the evaluation process could be hindered by this procedure. It would be preferable to select packages for the *same topic* as well as the *same client group* from a variety of sources/publishers, and to evaluate these in sequence. By this method a fairer assessment can be made, as in the publishers' degree of success in satisfying the criteria.

Reference should therefore be made to the following topics or 'common strands' in enterprise training, applicable to all the client groups:

- understanding the nature of business;
- determining your potential as entrepreneur;
- developing the business plan;
- obtaining technical assistance;
- choosing the type of ownership;
- planning market strategy;
- locating the business;
- financing the business;
- dealing with legal issues;
- complying with government regulations;
- managing the business;
- managing human resources;
- promoting the business;
- managing sales efforts;
- keeping business records;
- managing finances;
- managing customer credit and collection;
- protecting the business;
- personal counselling.

APPENDIX V OPEN LEARNING MATERIALS IN USE AT ETS

1. PLATO — CBT packages —Financial (6 modules)
Planning
Marketing (4 modules)
2. Print-based texts on business start-up —DPS Unit, Central
Manchester College
3. TAYTEC: *Your Own Business*
Computers in Business
Bookkeeping for the Small Business
Understanding Information Technology
Guest-House Owners
4. CASDEC: *Marketing Pack*
Bookkeeping Pack
5. National Extension College: *Small Business Kit*
'Be Your Own Boss' Starter Kit
Open Learning Toolkit
6. Open University Start-up Kit and Financial Management
(2 volumes)
7. CCDU and Open University: *Work Choices and*
Assessment Pack
8. NEWI — It's Your Business: *Into Business*
Personnel
Finance
9. CET/McGraw-Hill: *The Business Analyst — A Self-*
Assessment Package
10. BTEC: Post-experience units, including *Making Sense of*
Marketing
11. Wide range of print-based learning materials from banks,
etc., particularly geared towards the production of business
plans, e.g. Peat Marwick, *Starting Up Your Own Business*.
12. Computer Software: Lotus 1, 2, 3
Supercal
Pegasus

APPENDIX VI: CRITERIA FOR EVALUATION OF PACKAGE

		Fulfil s		
		Fully	Partially	Not at all
1.	The package is attractive in presentation and style and easy to handle			
2.	Clear statement of objectives before each section			
3.	Text well divided into manageable blocks			
4.	Typography, particularly headings, sub-headings, helpful			
5.	Good use of graphics to explain difficult concepts			
6.	Sequencing of ideas and tasks helpful			
7.	Style is 'adult' enough for business clients			
8.	Material is up-to-date — legislation, fiscal			
9.	Academic/business jargon is explained			
10.	Learner tasks occur regularly to maintain interest			
11.	Self-assessment questions are suitable for self-study situation			
12.	Answers to self-assessment questions are included			
13.	Good selection of business problems			
14.	Package is within capability of target group			
15.	Selection of topics suits objective			
16.	Whole package meets the objective			
17.	Useful references for additional study			

Recommendation

Suitable

- as it stands
- with minor adaptation
- with substantial change
- as ancillary resource

Not suitable at all

Client group	ETS facilities provided
<i>Group 1</i>	
Self-employed option	Counselling Screening Business workshops BEPs Enterprise Allowance seminars
<i>Group 2</i>	
Pre-start-up	Counselling Full-time SYOB course Part-time self-employment course BEPs Enterprise Allowance seminars
<i>Group 3</i>	
Up and running	Counselling Follow-up PEPs Open learning
<i>Group 4</i>	
Expansion and development	Counselling Follow-up PEPs Open learning

David Cook introduced the course by explaining the background and organisation, and then introduced the course leader, David Turner. David Turner reminded those present of the aims of the day and gave a few biographical details to help explain his concern with enterprise skills development. He then asked those present to discuss with their neighbour those things that excited or concerned them about enterprise skills training. His summary of replies was:

<i>Excited</i>	<i>Concerned</i>
Staff/student relationships : good age : enthusiasm	Improve relationships with colleagues
New development — choice for individual	Specific purpose for staff training
Relationship with colleagues : reinforcement/teams	Lack of resources for new developments
Assist students failed by school from failing again	Lack of care by staff and students
Choice for new learning processes	Time as a resource is limited
Some resources for staff development in many areas	Institutional constraints
Guidance and counselling have central roles	Emphasis on income/employment in YTS
	Is enterprise an option for all?
	Lack of autonomy for staff + too much control + social engineering
	Image of college in community: schools: employers

He then examined some dictionary definitions of enterprise.

- a) Enterprise = Project, Venture, Undertaking
= Boldness of Action
- b) Enterprise = Creation of Social, Economic and Political opportunities
= Taking calculated risks
= Utilising limited/unexpected resources
- c) Enterprise = Taking advantage of 'what might be' rather than accepting 'what will be'.

In discussing these definitions he stressed that enterprise activities were *not* always associated with economic or business activities. He briefly explained the South Australian experiments called Community Involvement Through Youth (CITY) and described some of the projects it had sponsored:

- Sundowner City — a camp organised by a group after analysing their skills and thinking about the possible combined use of caterers, entertainers and youth workers.
- Operation 'Restoration' — the repair of a camp site destroyed by bush fire, with an emphasis on self-help.
- The feasibility study for and first two editions of *Adelaide Review* by a well-qualified group of over 23 years of age. This scheme was business orientated, exceptional in the nature of those participating, and successful in that the *Adelaide Review* is still being published.

Members of the course became aware of the philosophy underlying the CITY scheme, its administration and funding, and the role of staff as facilitators. It was the enterprise activity itself that provided learning possibilities.

After a coffee break the group brainstormed the qualities needed for successful enterprise activities. This resulted in the following list:

Enterprise skills qualities

Imagination	Initiative
Self-confidence	Resourcefulness
Decision making	Communication
Problem solving	Single-mindedness
Ingenuity	Luck
Determination	Flair
Power	Self-motivation
Manipulation	Stress manager
Vision	Time Manager
Conflict resolution	Ego
Timing	Background - financial resources
Strong personality	- family support

This list was compared with the CITY scheme's core skills of enterprise:

- assess strengths and weaknesses;
- seek information and advice;
- make decisions;
- plan time and energy;
- carry through agreed responsibilities;
- negotiation skills;
- deal with people in power and authority;
- problem solving;
- resolving conflict;
- cope with stress and tension;
- evaluate your performance;
- communication skills.



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Objectives

The objects for which the **Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

- a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
- b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
- c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
- d) to disseminate and publish information, and to assist in the dissemination and publication of information, about recommendations for and experiments and developments in further education.

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